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ABSTRACT

The process by which the Educational Resources Information Center's Clearinghouse on Tests, Measurement, and Evaluation (ERIC/TM) acquires documents and the ways in which it offers them to users are discussed. Focus is on identifying how the ERIC/TM and members of the National Council on Measurement in Education (NCME) can cooperate to increase the standards and quality of professional knowledge in the educational community. Responsibilities of the ERIC/TM are to: (1) identify, acquire, and select literature within the clearinghouse scope; (2) process selected documents to maintain the ERIC database; and (3) disseminate information to policymakers, program planners, practitioners, and researchers via the database, publications, and user-information staff. Although the working relationship between the ERIC/TM and NCME has been mutually supportive, both could benefit by a greater incorporation of documents from NCME members into the ERIC/TM database. ERIC/TM document processing is described. Benefits to authors of submitting their documents to the ERIC/TM include: (1) wider dissemination of knowledge; (2) free publicity; (3) quick and easy retrieval by a worldwide audience; (4) selected documents will never go "out of print"; (5) provision of a complementary microfiche of the document; and (6) ERIC acceptance does not preclude other publication. Seven figures illustrate the text. (SLD)

ED324319

ERIC/TM ACQUISITION PROCESS

Its Benefits to the Educational Community & You

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Table of Contents

Overview 1

ERIC and ERIC/TM 1

Supporting ERIC/TM Users 4

ERIC/TM and Professional Associations - Relational Benefits 7

Importance of the NCME and ERIC/TM Relationship 9

Processing ERIC/TM Papers 10

Conclusion 15

References 17

List of Figures and Tables

Figure 1. ERIC and ERIC/TM 2

Figure 2. ERIC/TM Responsibilities 3

Figure 3. Supporting ERIC/TM Users 5

Figure 4. Benefits of Relationship between NCME and ERIC/TM 8

Figure 5. What ERIC/TM Does with Your Document. 11

Figure 6. Sample RIE Resume 13

Figure 7. Reaping the Benefits 15

Table 1. Distribution of ERIC/TM's 1988 Documents 9

Overview

The objective of this paper is to identify how the National Council on Measurement in Education (NCME) members and the ERIC Clearinghouse on Tests, Measurement, and Evaluation (ERIC/TM) can cooperate with each other while simultaneously increasing the standards and quality of the educational community's knowledge base. To achieve this objective, the following topics will be discussed:

- ERIC and ERIC/TM
- Supporting ERIC/TM Users
- ERIC/TM and Professional Associations - Relational Benefits
- Importance of the NCME and ERIC/TM Relationship
- Processing ERIC/TM Papers

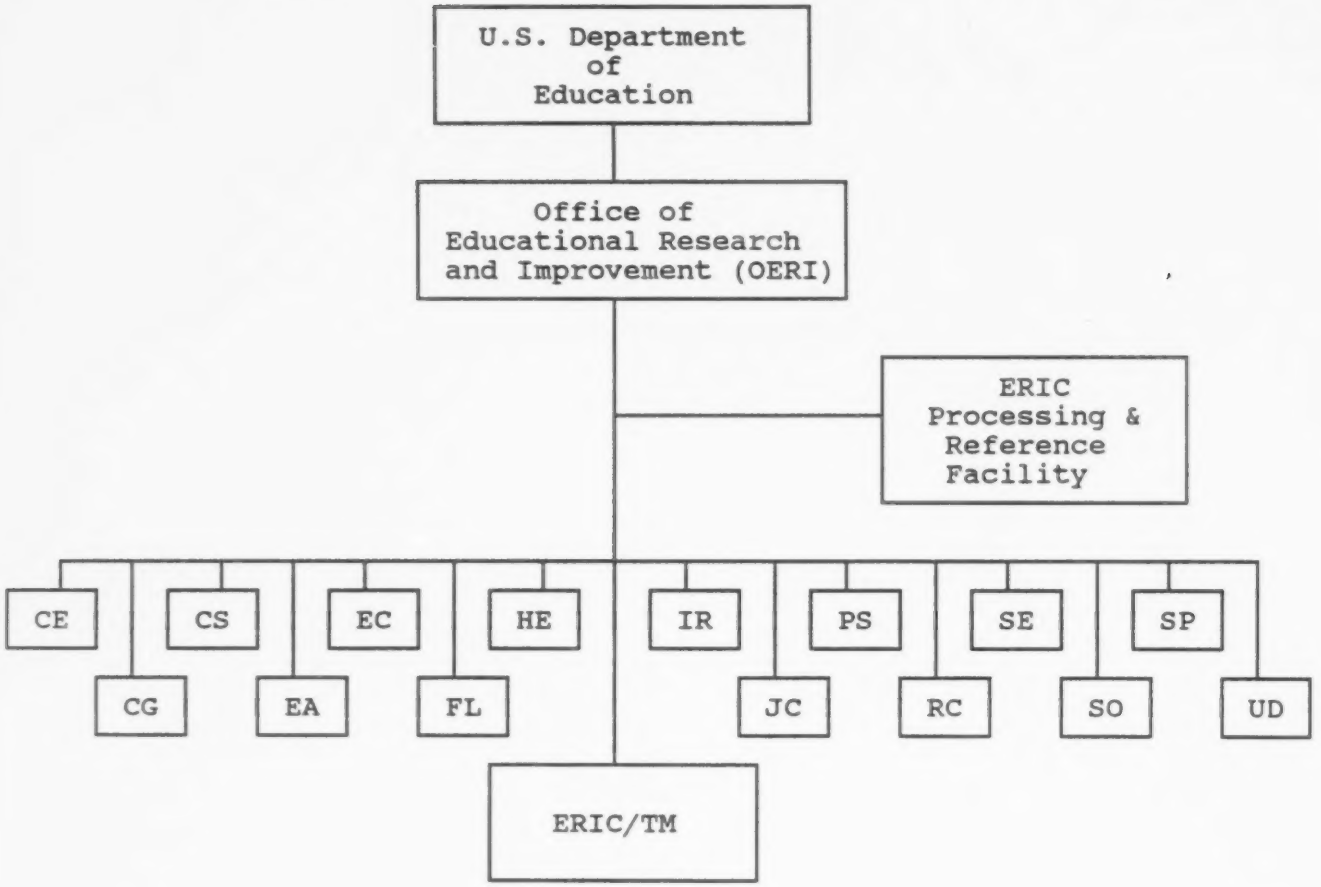
ERIC and ERIC/TM

The Educational Resources Information Center (ERIC) is a worldwide information network that collects English-language documents and journals from and disseminates them to the educational community. As illustrated in Figure 1 (on page 2), ERIC is sponsored by the Office of Educational Research and Improvement (OERI) through the U.S. Department of Education. The staff of OERI monitor the ERIC system and establishes system-wide policies.

The ERIC Processing and Reference Facility coordinates the activities of the 16 clearinghouses. It provides central editing, and database building support for all ERIC documents. Additionally, the facility also coordinates:

- acquisition activities
- editorial activities
- document control
- lexicography
- data entry
- reference services

Figure 1. ERIC and ERIC/TM



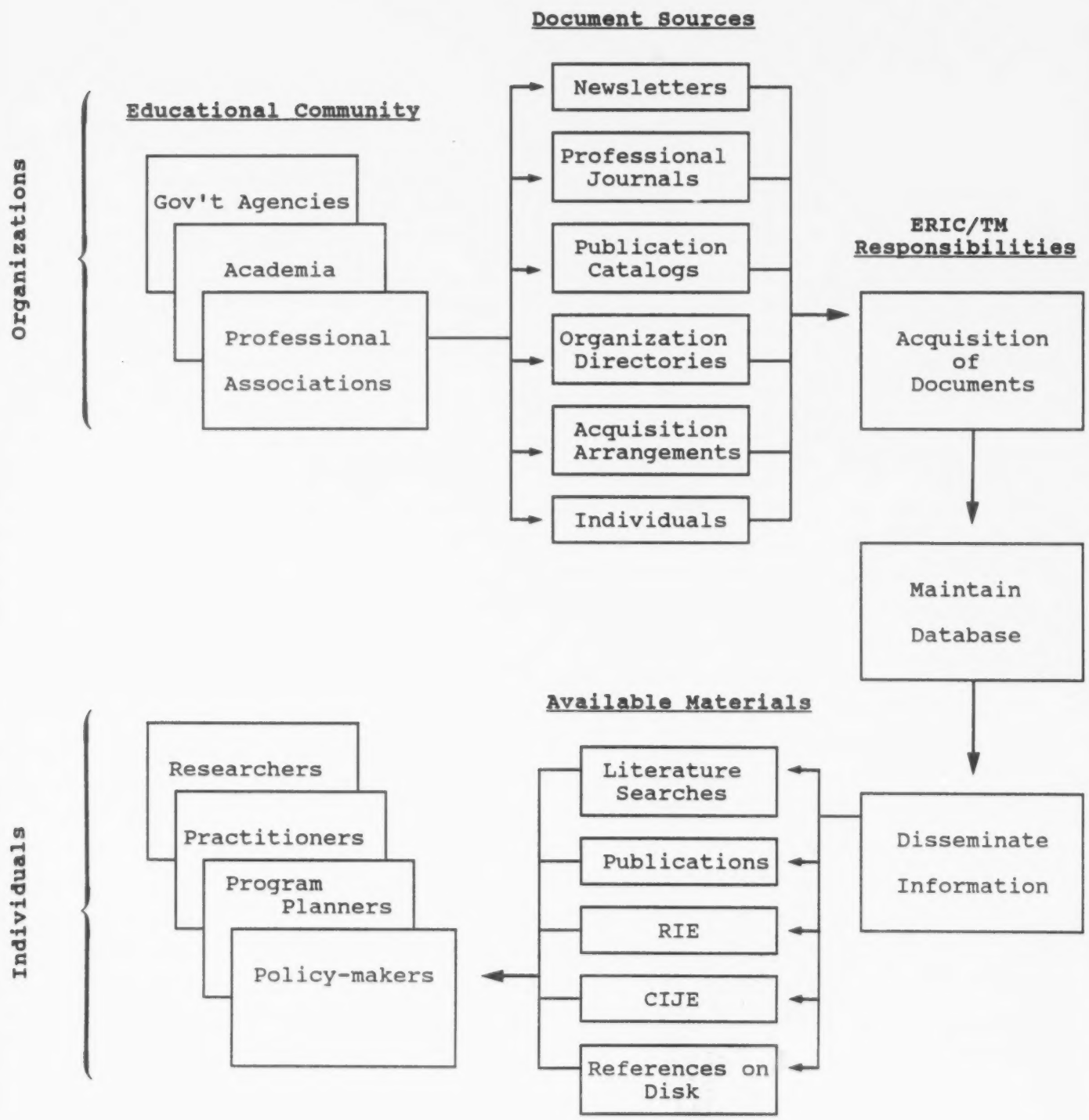
A more complete discussion of the facility's functions and responsibilities can be found in Rudner & Wise (1989).

The ERIC Clearinghouse on Tests, Measurement, and Evaluation (ERIC/TM) is one of 16 subject-specialized clearinghouses. ERIC/TM's responsibilities, as illustrated in Figure 2 (on page 3) include:

Acquisition of Documents

- identify, acquire, and select significant and timely literature within our scope of interest
- stay aware of the current trends

Figure 2. ERIC/TM Responsibilities



Maintain Database

- process selected documents for entry into the ERIC system by cataloging, indexing, and abstracting each document

Disseminate Information

- establish and use effective dissemination strategies
- prepare summary materials and state-of-the-art papers for policymakers, program planners, practitioners, and researchers
- furnish users with services and products

Supporting ERIC/TM Users

ERIC/TM users encompass both organizations and individuals. Organizations include professional associations, such as the National Council on Measurement in Education (NCME), academia, and federal, state, local government agencies. Individuals include policy-makers, program planners, practitioners and researchers.

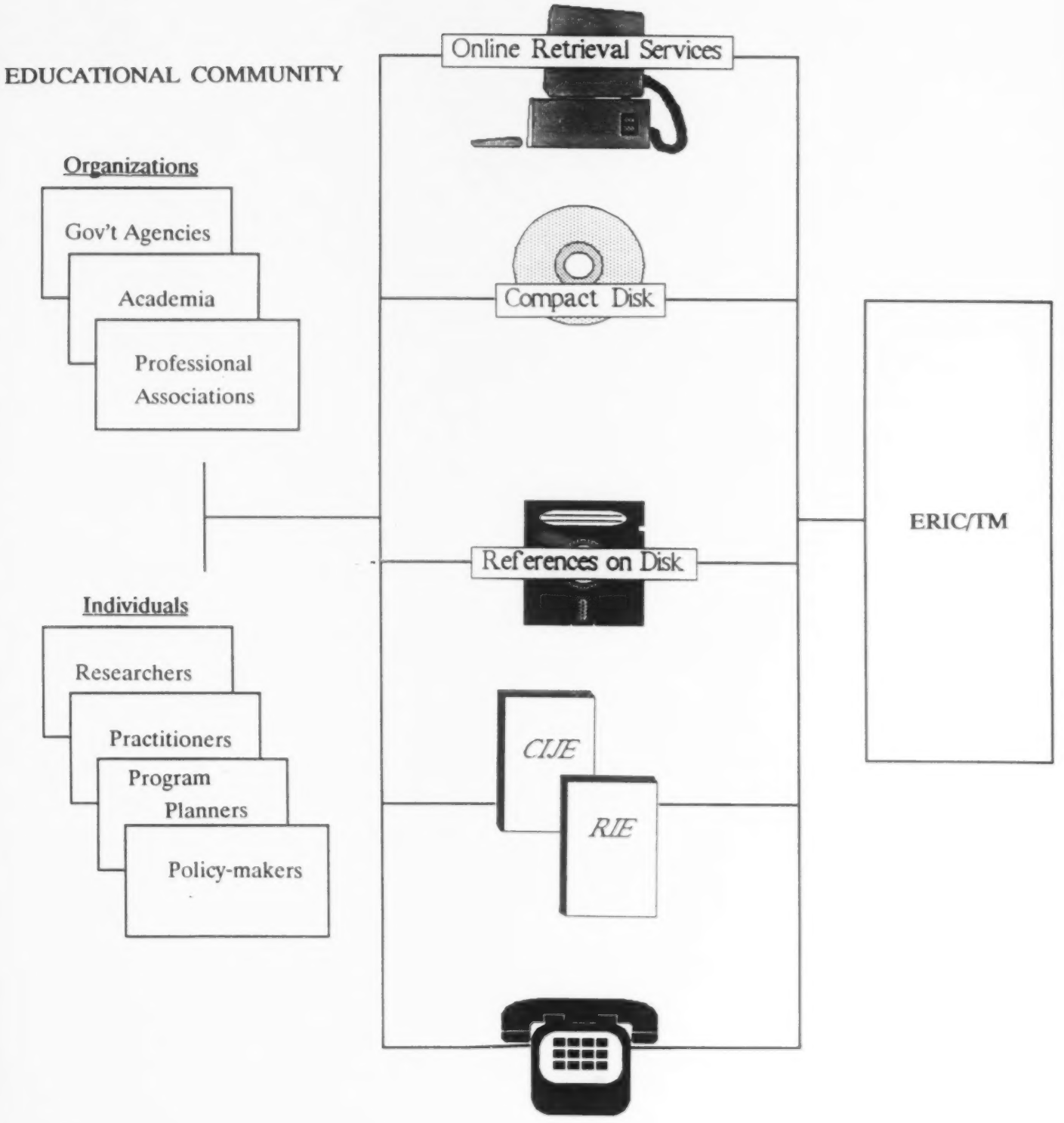
The needs of these users vary greatly. ERIC/TM is sensitive to the varying needs of its users. Specifically, ERIC/TM employs a full array of information dissemination techniques, ranging from state-of-the-art electronic technologies, such as CD-ROM compact disks, to traditional print-based media.

The key to satisfying ERIC/TM user needs is its database. The ERIC database consists of two parts: *Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE). ERIC/TM users can access the database in a variety of ways as shown in Figure 3 (on page 5).

More than 2,000 organizations provide personal computer access to the database in one of two ways:

- through online information retrieval services, such as Dialog, BRS, and SDC
- through libraries and other organizations, users can obtain compact disks (CD-ROM) systems, such as the Online Computer Library Center (OCLC), Dialog On Disk, and SilverPlatter

Figure 3. Supporting ERIC/TM Users



ERIC/TM has developed a new publication series for users called, References on Disk (ROD). The first product of this series is *FINDIT*, an cumulative indices of several journals on floppy disk. These indices are based on the abstracts prepared and found in CIJE. At this time, *FINDIT* includes the following journals:

- *Journal of Educational Measurement*
- *Educational Measurement*
- *Journal of Educational Statistics*
- *Psychometrika*
- *American Educational Research Journal*
- *Review of Educational Research*

Each *FINDIT* floppy disk includes full journal citations, and ERIC descriptors. *FINDIT* allows the user to search its database by author or keyword. *FINDIT* is available to users with a custom-developed search software for $15.00 from ERIC/TM.

RIE contains the abstracts of more than 200,000 research reports, speeches, curriculum guides, tests, teaching manuals, and other educational documents. The full text of most documents announced through RIE are archived on microfiche and made available in over 800 locations, including the ERIC Document Reproduction Service (EDRS) and most academic libraries.

In addition to RIE, CIJE, and References on Disk, ERIC/TM prepares three publication series of complied information on tests, measurement, and evaluation issues.

Monographs. Interpretive summaries, research reviews, bibliographies, and digests about critical topics.

Highlights. Abstracts and citations for at 30 key articles on a given topic.

Digests. Two page information sheets on current topics and issues.

ERIC/TM maintains a full-time staff to assist users in obtaining information. They can be reached during normal working hours at (202) 342-5060. This "human" interface with ERIC/TM has proven to be a vital link between the clearinghouse and the users.

ERIC/TM and Professional Associations -- Relational Benefits

ERIC/TM collects papers from and disseminates information to 21 different professional association. They are:

American Council on Education (ACE)
American Educational Research Association (AERA)
American Evaluation Association (AEA)
American Society for Training and Development (ASTD)
American Statistical Association (ASA)
California Educational Research Association (CERA)
College Board National Forum
Eastern Educational Research Association (EERA)
Eastern Evaluation Research Society (EERS)
Education Commission of the States -- Annual Assessment Conference (ECS-AAC)
International Association for Educational Assessment (IAEA)
International Personnel Management Association (IPMA)
International Society for Intercultural Education Training and Research
Michigan Educational Research Association (MERA)
Michigan School Testing (MST)
Mid-South Educational Research Association (MSERA)
National Association of Test Directors (NATD)
National Council on Measurement in Education (NCME)
National Testing Network in Writing, Conference on Writing Assessment (NTNW)
Psychometric Society
Psychonomic Society

Having read the list, one might conclude that the interests of these associations may vary. For example, the American Statistical Association (ASA) interests would differ from those of International Personnel Management Association (IPMA). Although this may be true, they also share many common interests that are the hallmarks of ERIC/TM:

- tests and other measurement devices
- methodology of measurement and evaluation
- application of tests, measurement, and evaluation in educational projects or programs
- research design and methodology in the area of testing, measurement, and evaluation
- learning theory in general

Combined, these interests serve to enhance the quality and standards of knowledge base of these association members.

The relationship between National Council on Measurement in Education (NCME) and ERIC/TM illustrates, as shown in Figure 4, how such a relationship can be mutually beneficial.

Figure 4. Benefits of the Relationship between NCME and ERIC/TM

NCME provides ERIC/TM	ERIC/TM provides NCME
• Advance copies of conference proceedings	• Permanently archived papers and publications
• Announcement space in Educational Measurement: Issues & Practices	• Dissemination of papers and publications to non-NCME users
• Mailing lists	• Free and low cost resource materials
• ERIC/TM publication reviews	
• Membership directories	

The NCME management provides ERIC/TM with mailing lists, membership directories, an advance copy of the annual meeting proceedings, and announcement space for their monthly journal, Educational Measurement: Issues & Practices. Individual NCME members also prepare and critique ERIC/TM publications. This long-standing support from NCME has contributed greatly to achieving ERIC/TM goals.

ERIC/TM has provided full coverage of NCME publications and permanently archived papers and reports prepared by NCME members. We routinely assist ERIC/TM users locate NCME conference papers. Some of our new products are targeted primarily to NCME members, such as *FINDIT*. These ERIC/TM products have assisted NCME members in doing their work and conducting research.

The relationships between professional associations and ERIC/TM are truly symbiotic. The long-standing relationship between NCME and ERIC/TM exemplifies the benefits that can be achieved as a result of such a symbioses.

Importance of the NCME and ERIC/TM Relationship

Since 1971, ERIC/TM and the central office of the American Educational Research Association (AERA) have collaborated to incorporate all AERA conference papers into ERIC. This 18-year relationship has paid off for both AERA and ERIC/TM.

The working relationship between ERIC/TM and NCME are supportive of each other's work. However, we at ERIC/TM are disappointed in our ability to obtain papers and reports prepared by NCME members.

The AERA membership is one of ERIC/TM's major sources of documents as shown in Table 1. The AERA membership represents the diversity of the entire ERIC database. A few numbers dramatize this fact. We received 1,586 documents in 1988. As Table 1 shows, 31% of the accepted documents in the ERIC/TM database were from AERA members.

Table 1. Distribution of ERIC/TM's 1988 Documents

	Total in TM	AERA	NCME	MISC.
Accepted	771	245 or 31%	50 or 99%	476 or 64%
Rejected	220	75 or 9%	1 or 1%	144 or 19%
Transferred	595	470 or 60%	0 or 0%	125 or 17%
TOTAL	1,586	790 or 50%	51 or 3%	745 or 47%

The comparatively low number of NCME documents in the ERIC/TM database is disturbing for several reasons. Most important of these is the fact that the scope of interest of ERIC/TM is more closely aligned with NCME's scope of interests than with any other professional association. The fact that the rejection and transfer rates for NCME documents is far less than that of any other source collaborates this belief.

The strong common interest should result in a larger percentage of NCME documents in the ERIC/TM database. For example, more than 180 papers were presented at the 1988

NCME annual meeting. This is almost four times greater than the total number of papers ERIC/TM received from the NCME membership in 1988.

We have concluded these disparities are attributed to a lack of communication between ERIC/TM and the NCME membership. It is hoped this paper will enhance this communication.

Processing ERIC/TM Papers

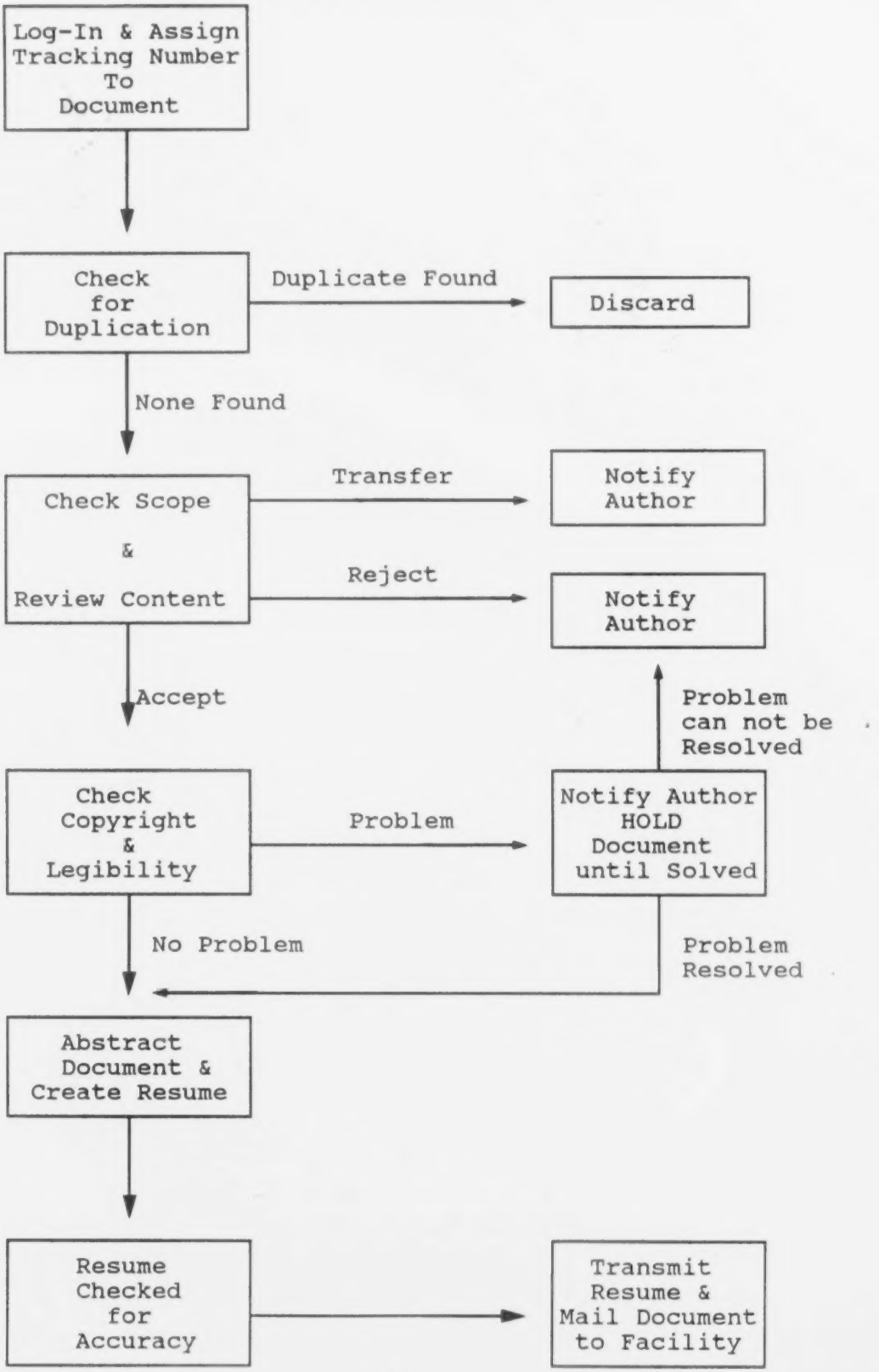
If you have recently written a research report, a program description or evaluation, a review of literature, or a conference paper that is 5 or more pages and is related the to educational community, you should send it to ERIC/TM. In turn, ERIC/TM can permanently archive your document and make it available to a worldwide network of ERIC/TM users. Simply send two copies of the document on white paper and a completed reproduction release form to ERIC/TM.

ERIC/TM has an automated system for processing documents and for notifying authors of the status of their documents. Soon after a document appears in our mailbox, the Processing Coordinator logs in the document by assigning the document a unique accession number. This number is written on the document and every item pertaining it. Into a specially designed database program, we enter:

- title of the document
- names(s) of author(s)
- publication date
- date document was entered into the system
- number of pages
- source of the document, (e.g., NCME or AERA conference)
- level of reproduction release
- number of copies of the document sent
- author's address

As shown in Figure 5 (on page 11), once this information is entered into the program, we print a tracking log sheet. This tracking log sheet includes the above information and allows us to enter other information throughout the processing of the document.

Figure 5. What ERIC/TM Does with Your Document



The document, the release, the tracking log sheet, and any other correspondence is placed in a folder and given to the Review Coordinator. The Review Coordinator reviews the document with the following selection criteria in mind:

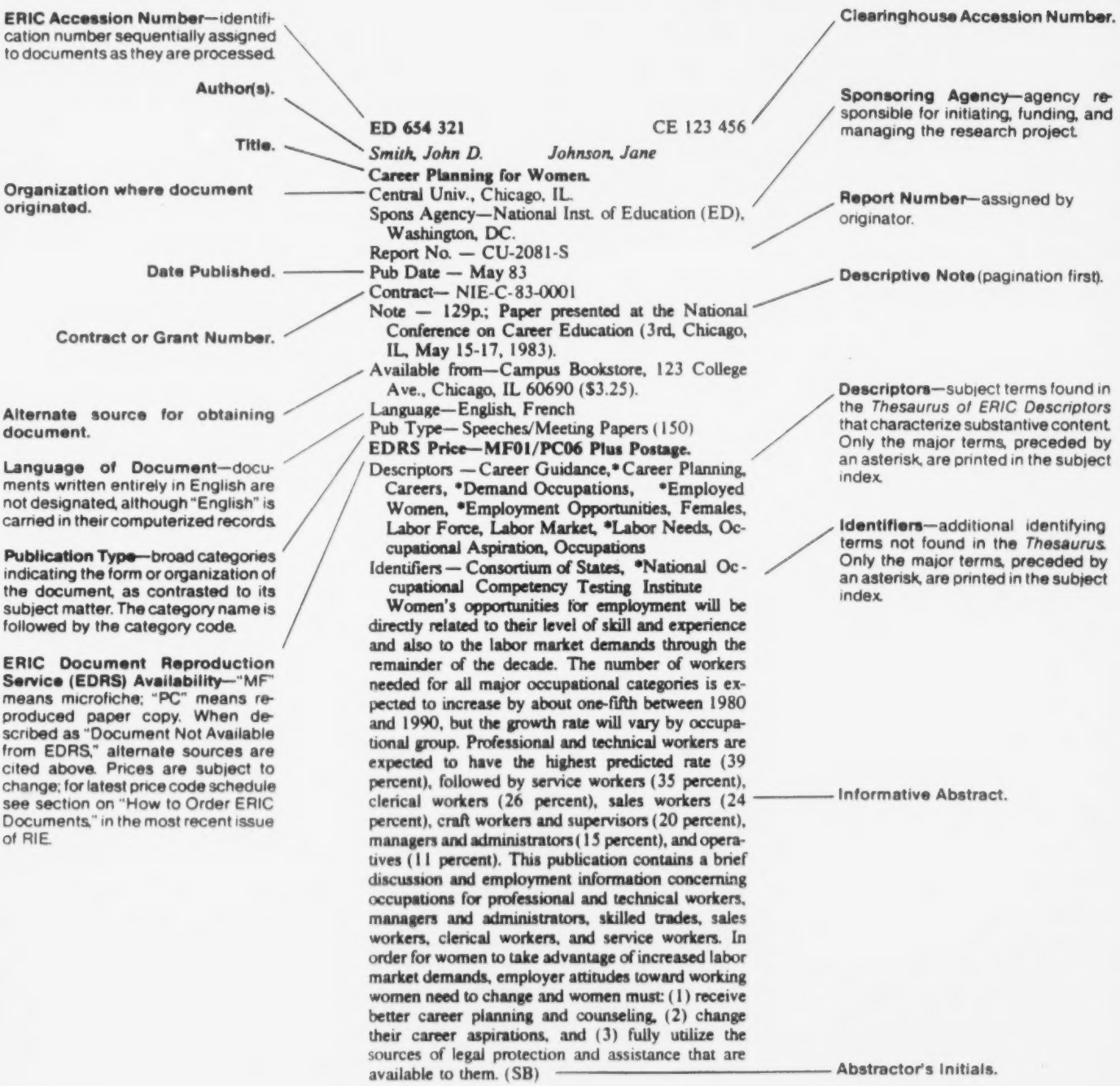
- relevance and timeliness
- methodology
- effectiveness of presentation

The Review Coordinator either accepts or rejects the document, based on our scope of interest. If it is outside of ERIC/TM's scope of interest, it is transferred to the appropriate clearinghouse. The Director of ERIC/TM reviews all documents again. For further explanation of ERIC/TM's review process, see Eissenberg (1989).

All reviewed documents are returned to the Processing Coordinator. If it is accepted and already has a release, the author is told of its acceptance and the accession number. If it's accepted but there's no release, the author is asked to complete a reproduction release form and return it. The document is put in a "holding box" for 60 days to wait for the completed release. After 60 days, a second letter and release form are sent. If we are unable to obtain a release the document is reviewed again for acceptance as a Level III (announcement of availability) or rejection. Should the document be rejected, the author is notified of its rejection. Rejected documents are kept in a "rejection box" for 60 days, after which time the document is discarded. If the document is transferred to another clearinghouse, the author is told the name and phone number of the clearinghouse.

Accepted documents are sent to our professional abstractors who read and abstract the document. As shown in Figure 6 (on page 14), a resume is created for the document that includes descriptors, identifiers, and an abstract. The document and resume are returned to the Review Coordinator, who verifies the resume's accuracy. The resume is electronically transmitted to the facility, while the document is simultaneously mailed to them. The facility verifies all of the information on the resume again and makes any appropriate changes to it.

Figure 6. Sample RIE Resume


ERIC Accession Number—identification number sequentially assigned to documents as they are processed.
Author(s).
Title.
Organization where document originated.
Date Published.
Contract or Grant Number.
Alternate source for obtaining document.
Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.
Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.
ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.
ED 654 321
CE 123 456
Smith, John D.
Johnson, Jane
Career Planning for Women.
Central Univ., Chicago, IL.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No. — CU-2081-S
Pub Date — May 83
Contract— NIE-C-83-0001
Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).
Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 ($3.25).
Language—English, French
Pub Type— Speeches/Meeting Papers (150)
EDRS Price—MF01/PC06 Plus Postage.
Descriptors —Career Guidance,*Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations
Identifiers — Consortium of States, *National Occupational Competency Testing Institute
Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)
Clearinghouse Accession Number.
Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.
Report Number—assigned by originator.
Descriptive Note (pagination first).
Descriptors—subject terms found in the Thesaurus of ERIC Descriptors that characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.
Identifiers—additional identifying terms not found in the Thesaurus. Only the major terms, preceded by an asterisk, are printed in the subject index.
Informative Abstract.
Abstractor's Initials.

An electronic copy or magnetic tape of the resume and the original document are sent to the ERIC Document Reproduction Service (EDRS). They archive the resume and every page of the original document on microfiche. EDRS distributes the microfiche to more than 800 ERIC subscribers and the 16 clearinghouses. Each clearinghouse receives a complimentary copy of the microfiche and resume to send to the author.

Magnetic tapes of the resumes are sold to several online and CD-ROM information retrieval systems as mentioned earlier.

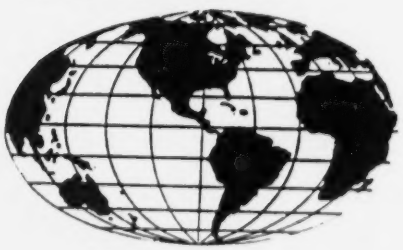
Conclusion

The objective of this paper was to identify how NCME members and ERIC/TM could cooperate with each while simultaneously increasing the standards and quality of the educational community's knowledge base.

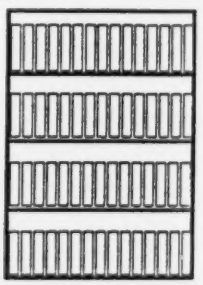
We have discussed the benefits and importance of our relationship. We have identified the need for and importance of NCME's contributions to increasing the educational knowledge base in tests, measurement, and evaluation. This need can be met by submitting your documents to ERIC/TM. In turn, you can benefit both personally and professionally as shown below in Figure 7.

Figure 7. Reaping the Benefits

Wider Dissemination

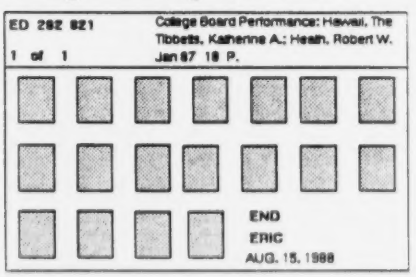


Never goes "Out of Print"

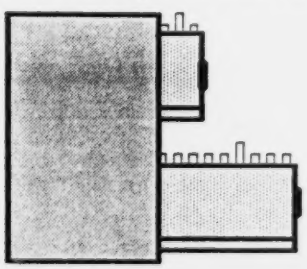


Free Pubicity

Complimentary Microfiche



Quick & Easy to Retrieve



No Cost

Specifically, you benefit because ERIC/TM can assure you:

- wider dissemination of your knowledge
- free publicity
- quick & easy retrieval of your document by a worldwide audience
- your document will never go "out of print"
- a complimentary microfiche of your document
- ERIC acceptance of your document will not preclude you from having the document published elsewhere

And, all of this at NO COST to you or your organization.

References

Eissenberg, Thomas E., (1989). An Evaluation of ERIC/TM's Review Process, Paper presented at the annual meeting of the National Council on Measurement in Education, San Francisco, CA.

Rudner, Lawrence M. & Wise, Lauress L., (1989). ERIC/TM -- A Growing Resource, Paper presented at the annual meeting of the National Council on Measurement in Education, San Francisco, CA.